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ABSTRACT

A description is given of the inception and progress of the East Area School News Service in Toledo, Oregon. The project began as a public relations endeavor in which a small group of junior high school students produced a series of one-minute tapes for the county's commercial radio stations, highlighting school events, classes, and special programs. Subsequently, the project became an elective class in the school. "A great deal of writing, reading, communicating, thinking and analyzing, rewriting, rethinking, and rereading took place...(Students) learned how to interview, to ask relevant questions, to listen and to think spontaneously, to explore answers, and to investigate issues." The Radio Broadcasting and Journalism class proved impressive in its educational outcomes. The show evolved into a 45-minute video monthly production featuring interviews, consumer reports, school news, and creative segments developed by the students. Eventually, a continuation of the junior high program became a part of the high school curriculum. The methods of production used in the show are described, and the concept's potential for motivating students and encouraging creative thinking and active involvement in community and school affairs are discussed. (JD)

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THE EAST AREA SCHOOL NEWS SERVICE

A Dynamic Multi-Faceted Junior/Senior High School Curriculum In Practice: A Deliberative Approach

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INTRODUCTION

A recent emphasis on technological systems approaches to teaching, by scholars, researchers, national commissions on education, and in school improvement efforts has resulted in a narrow conception of the teaching-learning experience. Teaching, from this perspective, is viewed as a definable repertoire of skills, behaviors, and knowledge that is applied systematically in order to attain certain specified outcomes in learners. This technological orientation has had a chilling effect on those of us who conceptualize teaching and learning as a deliberative and constructivist activity (Zumwalt, 1985); one in which the teacher reflects in action, continually making judgements about means and ends, choosing from alternative strategies, and building and reconstructing learning experiences in a contextually complex setting. For a practitioner, like myself, who has experienced first-hand the exhilaration, meaningfulness, and opportunities for learning that derive from a deliberative oriented curriculum, the language of "direct instruction," "time on task," and "teacher effectiveness" offers a limited and somewhat trivialized conception of the educational process. At a time when technological formulas and metaphors regarding teaching are so prominent, it is extremely important for practitioners with an alternative conception, grounded in the empirical reality of the classroom, to contribute their perspectives to the present round of educational debate.

There has been a long history of debate between traditional and progressive theoretical and philosophical orientations toward education. (Cremin, 1961) Dewey, in Child and the Curriculum, (1902) clearly articulated the argument between the traditional and progressive schools of thought as it existed at that time. The debate continues today, although slightly different in its emphases and points of contention, between the technological process-product enthusiasts searching for scientific generalizations and formulas, and the proponents of a more philosophical, interpretive, and deliberative approach to education (Bellack, 1978; Zumwalt, 1982).

The debate is not lacking either a theoretical or philosophical basis on either side, for there is a long history of articulate supporters for both sides, and several very competent voices representing the issues today. What is lacking is a substantial empirical basis for the debate. On the one side, the results of process-product research, although instructive and useful, have not furnished an understanding of the educational process that was originally hoped for. (Bellack, 1978) And in its attempt to formulate a science of teaching it has narrowed its educational focus to such an extent (typically elementary reading and math achievement test scores) that its empirical base is hardly representative of a broad and varied spectrum of curricular orientations, nor reflective of the diversity of classroom experiences that exist in our schools today with their varied set of goals, objectives, and methods.

On the other side of the debate, those who expound the deliberative, constructivist, and progressive philosophies and

theories of education equally lack an empirical base of educational practice that reflects their conception of teaching and learning in practical reality. Karen Kepler Zumwalt (1985) and Maxine Green (1985), for example, have recently called for the description of actual classroom practice that exemplifies the "deliberative" orientation to teaching in order to fill that empirical void. Joseph Schwab (1969), Eliot Eisner (1974), William Pinar (1975) and Arno Bellack and Herbert Kliebard (1977), are among the many scholars and researchers who have recognized, more generally, the need to look more closely and critically at a diversity of curricular orientations, and in doing so, to bring theory and practice into closer connection. As Pinar has pointed out, "Part of the criticism of much theoretical work in education is that it is divorced from the actual experience of teachers and students" (Pinar,1975).

This paper is a response to a need for the description of actual classroom experiences that exemplify, clarify, and inform the deliberative-constructivist conceptualization of the of the teaching-learning process. The "East Area School News Service," a junior/senior high school curriculum in practice, represents such a conception of teaching and learning and illustrates an approach to teaching that views the educational experience as multi-faceted in purpose, method, and outcome. It is my hope that the following description of the "East Area School News" experience will raise important questions regarding our conception and approach to teaching and learning, and that it will inform our present conversation about the aims and

objectives of schooling by further grounding the discussion in practical reality.

This description of the "East Area School News Service," is based on my personal experience with the program as its creator and instructor. The description presented can be verified, and more richly portrayed, through a series of tape recordings, video recordings, newspaper articles, individual testimonies, and other artifacts that reflect the educational experience itself. In describing the program I will draw upon several curriculum theorists and educational philosophers for help in articulating and conceptualizing what actually took place over a seven year period in my classroom.

The East Area School News Service

Imagine a professional news organization run by junior high and high school students that has been commissioned by commercial radio stations to produce school news programs daily, and a one-hour live radio program bi-monthly. A busy and intense newsroom and production studio (our classroom) functioning to the rhythm of real world pressures and high standards of quality. A mixture of students of different ages, levels of experience, and abilities participating in a vital and personal experience in which creative and intellectual expectations are the norm. An educational experience characterized by a wide spectrum of purposes and outcomes spanning from a competence in basic literacy and communication skills, to complex problem-solving and decision-making, to a substantial growth in a variety of fields of knowledge, to the development of self. This in a nutshell was the East Area School News Service, a complex, multi-faceted experiential curriculum created by this educator and the students of the Toledo Junior/Senior High School Radio Broadcasting and Journalism class in Toledo, Oregon.

Origin Of The Program

In the Winter of 1976 I was asked by my principal to organize a public relations project in which a small group of junior high school students would produce a series of one-minute tapes for the county's commercial radio stations highlighting school events, classes, and special programs. The project began in January, and by March, an active radio broadcasting club composed of fifteen students was meeting regularly. Each week

the students would gather information about the schools, interview a variety of students, teachers, and administrators, write news articles based on that information, and produce a series of taped broadcasts to be aired on the commercial radio stations later that week.

As the weeks progressed, I began to discover that the experience of "being reporters" and "broadcasters" was so motivating and stimulating that the students would master skills and accomplish complex tasks to a degree somewhat unusual for their stage of development. Over time, in the process of producing the school news reports, the students were developing many basic skills associated with reading, writing, and communicating, and were participating in experiences which offered opportunities for higher level cognitive and affective development (e.g., interviewing, doing background research, writing scripts, engineering, and broadcasting). The experience we shared in researching, creating, and producing these school news reports was so positive, energetic, and motivational, and the potential for learning so broad, that I submitted a proposal requesting an elective class in radio broadcasting and journalism for the following school year for grades seven and eight. (Our school housed grades six through eight). The proposal was approved.

In reflecting on how best to describe the educational experience of those early days, William Heard Kilpatrick's phrase, "wholehearted purposeful activity" (1918) comes to mind. The students were so involved in the process of producing school

news reports, that almost every task they participated in was characterized by a genuine and intense engagement. It had become my challenge, as I saw it, to give direction to their activities, to stimulate their cognitive and affective development, to facilitate social interaction, to encourage creativity, and to diagnose and remediate basic skills, knowledge, and understandings that emerged as barriers to further growth and development. Something special had taken hold of both the students and myself. We had become involved in a very meaningful educational activity which was socially, emotionally, psychologically, and intellectually engaging. In Dewey's words, I had provided the students with the conditions that would "give outlet, and hence direction, to a growing intelligence" (Dewey, 1903).

The East Area School News Service: A Seventh and Eighth Grade Elective

The East Area School News Service became a full fledged class the following Fall at Toledo Junior High School. A total of thirty seventh and eighth grade students participated in the program that first year. Each day the class period would open with a large group staff meeting. We would discuss news assignments, set interview timelines, analyze articles, learn new skills, discuss problems, and evaluate school news productions. Typically we would spend most of the period on Monday and Tuesday emphasizing writing, reading, and communication skills. Wednesday through Friday was scheduled for individual work on news stories and for the actual in class recording of newscasts for the radio stations. Using several tape recorders and record

players, the students would engineer their one and a half minute newscasts using a variety of formats (e.g. music, sound effects, and interviews). In addition to these activities, the students worked with an individualized College English program, learned how to use many forms of media and technical equipment (e.g. video, 8mm film, animation, and news print), held in-class news conferences with persons from within and outside the school district, and began to research and develop special news segments such as the "Consumer Report" which compared products from around the area.

A great deal of writing, reading, communicating, thinking and analyzing, rewriting, rethinking, and rereading took place day after day. Students studied model articles, practiced their writing and broadcasting skills, taped and retaped their productions. They learned how to interview; to ask relevant questions, to listen and to think spontaneously, to explore answers, and to investigate issues. They learned and practiced critical, logical, and creative thinking, and they struggled with a variety of problems, and challenges all along the way. In reflecting on the nature of this classroom experience, I am reminded of Dewey's description of the Chicago Lab School in The School and Society (1899):

> In all this there was continual training of observation, of ingenuity, constructive imagination, of logical thought, and of the sense of reality acquired through first-hand contact with actualities. (Dewey, 1899)

As the year progressed, new ideas, special interests, and emerging needs led to new projects, unusual interviews and news

stories, and an emphasis on particular skills and developmental needs. Students were learning how to think in action rather than practicing thinking skills in isolation. They were learning to work together cooperatively in accomplishing shared goals. They were learning how to create a product (the school news reports) that met professional standards of quality and excellence for which they could be proud. And most of all, they were having a lot of fun doing it, for they were the East Area School News Service, and proud of it. Referring once again to Dewey's description of the Lab School at the turn of the century, the life in this classroom "is not easy to describe in words; it is a difference in motive, of spirit, and atmosphere." (Dewey, 1899)

The Radio Broadcasting and Journalism class became very popular with students and parents, and proved impressive in its educational outcomes. Formal standardized tests were not given to assess student progress, but their cognitive and affective development was striking, as evidenced by their written articles, their interaction with classmates and adults, the caliber of their radio productions, the professionalism of their news conferences, their self-confidence, and their growing self-discipline. Recognition for their hard work and professionalism came from my colleagues, their peers, school and district administrators, parents, the school board, from staff at the radio stations, and in articles in the county newspaper featuring their program.

> Using their patchwork recording system the students put together a seemingly flawless performance. But when the recording is finished Loydene Kinion, one of the newscasters, wants to do it again. She missed

> a word in her copy. No complaints, no bickering, no hesitation---the students set it up and try it again.
>
> The important thing for Wiener (the teacher) is what his students learn from producing their own news show. "When students leave this classroom they are more self-confident, they are more self-disciplined, they understand cooperation and they have a feeling of accomplishment," says Wiener. And that is what is important. (From an article in the News-Times, Newport, Oregon, 1980)

The Second Year: The Program Evolves

The class continued to function as a professional news service, producing a quality school news report daily for radio stations KTDO and KNPT on the Central Oregon Coast. The program received regional attention in the Pacific Northwest in its second year when the students conducted an exclusive 45-minute interview with the Governor of Oregon at the State Capitol. The event was featured on the evening news by ABC affiliate KATU in Portland. That interview and the subsequent publicity inspired more interviews and feature reports of that caliber, and stimulated higher expectations and a more ambitious program involving the new dimension of video production. Now once a year for the remainder of the life of the program (the program existed for six years) the East Area School News Service produced a 45-minute video production featuring special interviews (such as the one with the Governor of Oregon), consumer reports, school news, on the spot coverage of special events, and a host of creative segments developed by the students themselves (e.g., animation, commercials for community businesses, and television spoofs). Production of the video show began around the end of January, and was completed by the end of April. It was a very complex and

fully involving three-month project. The video news show was shown to audiences of students, parents, educators, and school board members. In addition to this new video component to the curriculum, students began experimenting with live school news reports from the radio station itself. The curriculum continued to respond, as did the teacher, to the changing needs and interests and challenges of the program, and to the students' growing confidence in themselves and their news service.

"The Good Vibrations Show": The Evolution Continues

Following the fourth year of the Radio Broadcasting and Journalism program, parents and students (most of whom participated as seventh or eighth graders in the program) requested a high school curriculum as a continuation of the junior high program. With parent pressure, my approval, and with the high level of student enthusiasm and interest, the principal of Toledo High School agreed to schedule one high school elective class in Radio Broadcasting and Journalism. The class had thirty students from grades nine through twelve spanning many ability levels. Students were required to have had at least one year's experience in the junior high program.

The high school class became a branch of the "East Area School News Service," whose central responsibility was to create, develop, write, produce, and engineer a live 45-minute bi-monthly variety news show on Sundays for KNPT radio in Newport, Oregon. KNPT had been working with the junior high program for four years by this time, and agreed to give the high school students a shot at a live show. The East Area School News

Service had achieved a great deal of respect over the past four years throughout the community, and in the station manager's eyes, had earned this special opportunity.

The goal of producing a live 45-minute show of professional quality was extremely demanding and required a large repertoire of skills, knowledge, and understandings. The students rose to the occasion, met the challenge, and succeeded in producing an informative and entertaining show twice a month featuring interviews with professional sports figures, politicians (local and national), rock stars, and many other persons fr m a variety of fields. The live show also featured special segments on controversial issues, school news and events, and a variety of creative productions including a radio drama which became a very popular series known as "Life at Falcon View High School." The show, aired every other Sunday at 5:10pm, was called the "Good Vibrations Show."

A Deliberative And Constructivist Curriculum In Practice

On Monday morning, two weeks prior to their actual show, the students would sit in a large circle during their 50-minute class period and discuss plans for their upcoming Good Vibrations Show. Suggestions would be made for who they should try to get as their live guest, around what themes they should develop their feature segments, what telephone interviews might fit that week's format, special events they should attend and cover, and so on. By the end of the period a tentative format would be established and agreed on, and students would have chosen the aspect of the production they would be responsible for in the days ahead.

On Tuesday the students would finalize their

responsibilities, and perhaps throw around some new ideas for the show. Creativity was a prized commodity on the school news staff, so many creative suggestions for programming and special segments were discussed during these early stages of planning. Among some of the creative segments developed by the staff was the radio drama, "Life at Falcon View High School," "The Smurfs: A Fantasy Rock Group," "Space Case: Visitors from Outer Space," and "Off the Record: Anonymous Controversial Opinion." Also on Tuesday the students would decide on their roles for the actual show. The show required two anchor people, two directors, two engineers, someone to welcome and prep the live guest, among many other roles. By the end of Tuesday the basic format for the show was set.

On Wednesday and Thursday I would focus the students' attention on developing their writing and communication skills, their critical and creative thinking skills, and their production and engineering skills. We would spend a great deal of time and energy analyzing professional articles, professional newscasts, and professional radio programs. The students were also assigned a chapter or two for homework from a basic text in modern radio practices. Also during these two days, although not during class time, the students would begin making their contacts for interviews, scheduling guests, and arranging for transportation for events they would attend in preparation for the show. Finally, students would begin researching the topics around which the show was developing. If their live guest was going to be a psychologist, for example, they would begin

exploring the field of psychology. If their guest was a juvenile judge, they would explore the field of criminology, the juvenile justice system, and adolescent psychology.

On Friday the students would work in small groups on the segment of the show for which they were responsible. Interview questions needed to be developed, background research accomplished, and production ideas discussed and outlined. A great deal of experimentation, creative interaction and activity characterized the class period. By Monday, the final week before the actual show, students would need to be ready and prepared to use class time to write, create, and produce the taped portions of the show. As the students worked to accomplish the goals they had set for themselves for Monday's class, I would move from group to group drawing upon everything I knew to encourage, facilitate, and foster learning. This kind of interaction with students reflects the deliberative approach to teaching that Zumwalt has referred to:

> A teacher is "an individual responsible for aggregating and making sense out of an incredible diversity of information sources about individual students and the class collectively; [for] bringing to bear a growing body of empirical and theoretical work constituting the research literature of education; [for] somehow combining all that information with the teacher's own expectations, attitudes, beliefs, purposes; and [for] having to respond, make judgements, render decisions, reflect, and regroup to begin again." (NIE Conference on Studies in Teaching as quoted by Zumwalt, 1982)

The second week of preparation for the show found thirty students "working like mad" on a variety of projects. Field work was completed, scripts written, segments for the show created,

and the production of taped portions of the show begun. One class day might be devoted to the taping of "Falcon View High School," their radio drama, another to the production of a rock segment with actual interviews, music, and commentary. A segment on a controversial issue, or an interview with a sports figure might be the focus of still another class period of taping. Also during this final week scripts were written, questions for the live interview were developed and studied, and businesses from the community were contacted as sponsors of contests and giveaways.

This final week of preparation before the Sunday show was a very fast-paced, dynamic and intense experience for all of us. The complexities involved in creating a live radio show with thirty high school students was profoundly challenging. The project required a lot of commitment, responsibility, and self-discipline on the part of all the students. An almost infinite number of opportunities for learning emerged during the week. Every conceivable cognitive skill was brought to bear in the experience. Social and emotional dynamics were constantly at play. Problem-finding, and problem-solving situations were always present. Decisions needed to be made, ideas needed to be suggested and developed, and all kinds of frustrations needed to be overcome. And in the midst of all this activity, I was working consciously and continually to make the experience of these young people educative on a hundred different levels. Dwayne Huebner described activity of this kind as life, "The educational activity is life---and life's meanings are witnessed and lived in the classroom." (Huebner, 1966)

"The Good Vibrations Show": The Culminating Event

The "Good Vibrations Show" was the culminating event of two weeks of hard work and preparation. The students would begin arriving at the radio station on Sunday afternoon about one-hour prior to air time. The anchor persons would study their scripts carefully so that they would sound natural and professional. The directors would verify that everyone knew their respective roles, and that each segment was ready and timed exactly as scheduled. The engineers prepared to take over the controls from the afternoon disc jockey, and checked to make sure that all of the pre-recorded tapes were ready and in their proper order for airing. The students who were responsible for welcoming and briefing the live guest would be anxiously awaiting his or her arrival, and praying that the guest had not forgotten to show up. (This happened only once---what a learning experience that was!) Several students would prepare to screen phone calls from listeners who would call with questions for the live guest interview. (Guests included local and national politicians, judges, psychologists, sports personalities, and persons from a variety of other fields). Finally, there would be a couple groups of students reviewing their scripts for the live segments of the show. With ten minutes remaining before the start of the Good Vibrations Show, the radio station would be packed with Good Vibrations staff members (the high school class), a number of students from the junior high school broadcasting class, some parents, radio station personnel, our special live guest, and myself.

At 5:10pm on Sunday afternoon the Good Vibrations Show would begin. It was an educational experience that was all encompassing for those of us involved in its unfolding. The students took full responsibility for directing and guiding the show. There was a presentness and an immersion in the experience that is hard to describe; one in which the students were interacting fully in the richness of that moment's reality. For me it was an opportunity to observe the "whole person" of each of my students as they made their best effort in a very dynamic and high pressured situation. There was no greater reward than to see each of them acting upon their world with all the knowledge and skills and confidence that they were developing as a member of this class. If Maxine Greene is correct in her proposition that "the individual...will only be in a position to learn when he is committed to act upon his world," (Greene,1975) then my students participation in the Good Vibrations Show represented a profoundly educative experience.

"The Good Vibrations Show" Makes The Big Time

In the Spring of 1981, the Portland television magazine "Faces and Places" (KATU in Portland) came to Toledo to film the Good Vibrations Show. The two weeks of preparation for that show was a very special time. The students were extremely excited with the realization that they "had made the big time," and gave this particular show all they had. As individuals, and as a working and cooperating group, we all took a major stride forward in our development. I observed a group of young people learn, grow, and mature in ways that standardized tests would be unable

to measure. As their teacher, I was challenged to my limits. Perhaps the most significant aspect of this special experience, however, was the actual richness of the experience itself. More than the opportunity it provided for the students to develop their skills further and to gain new insights, and to challenge their abilities and to reflect upon their selves, that particular Good Vibrations Show enabled us to share something special; the kind of experience described by Huebner as an encounter:

> The encounter is not used to produce change, to enhance prestige, to identify new knowledge, or to be symbolic of something else. The encounter is. In it is the essence of life. In it life is revealed and lived. The student is not viewed as an object, an it; but as a fellow human being, another subject, a thou, who is to be lived with in the fullness of the present moment or the eternal present. (Huebner,1966)

The Radio Broadcasting and Journalism Program: The Final Year

The junior high school and high school Radio Broadcasting and Journalism classes entered upon their final year of existence in the Fall of 1981. Following that school year I would leave to begin a doctorate at Teachers College, Columbia University, and the class would fold. In that final year, however, the curriculum took one final turn. KNPT hired me as a weekend disc jockey and agreed to a series of proposals allowing my students to participate in a work experience program during my shift. By the end of that year, two of my students were employed as part time disc jockeys. My status as an actual employee of the radio station opened up new avenues of learning for many of my students both in the junior high and high school classes. The students now had access to the station's production studio, they could

observe and participate in my weekend show, and they could be exposed directly to several aspects of the radio business that they previously could only read about or participate in indirectly.

An Educational Way Of Life: A Final Note

The East Area School News Service was more than a curriculum or a method of teaching; it was an educational way of life. It had its own natural history; it evolved and was shaped by the needs, interests, ingenuity, and creativity of those who lived it. And to the question; "But did the students learn anything," I would have to answer as John Dewey did:

> Learning?---certainly, but living primarily and learning through and in relation to this living. (Dewey, 1899)

Conceptualizing The "School News" Experience: A Conclusion

The East Area School News Service, a dynamic multi-faceted junior/senior high school curriculum, was, to a large extent, influenced and shaped by this educator's conceptualization of the educational process. It was constructivist in its curricular approach to the selection of goals, content, and the development and organization of learning experiences. Goals and objectives from several curricular orientations were integrated into the overall curricular design, and were continually changing in response to the demands of the actual learning experience. In this respect, the School News experience provided a wide range of opportunities for cognitive development, social interaction and reflection, personal self-actualization, and engagement with the academic disciplines (Eisner and Valence, 1974). The content of the program reflected its broad set of objectives, developmental considerations, and the changing needs and interests of students. The development and organization of its learning activities was "constructed," and often reconstructed, on the basis of these and other interacting factors. (These factors also included such things as teacher interest and expertise, community interests and perspectives, the availability of resources, and the support and/or limitations of administration).

The pedagogical approach was deliberative. Rather than applying a certain set of teaching skills, or a formula of process-product propositions, the teacher applied "the basic tools of the trade---one's experience, intuition, and understanding of particular learners and context---in what is

essentially a fast-paced, continuous, complex, problem-solving, and decision-making process." (Zumwalt, 1982) In this case, a supportive community and school administration allowed for the flexibility and creativity characteristic of deliberative teaching.

The School News curriculum reflected a philosophical and a theoretical orientation as well. The program drew heavily upon the "progressive" tradition in education. For example, developing a lesson that was genuinely meaningful to students was extremely important in the design and implementation of the curriculum.

> We learn any particular item in the degree that we live it, in the degree that we count it important to us, in the degree that we accept it in our hearts for use in life. (Kilpatrick, 1951)

Valuing individual initiative, self-development, and creativity, and guarding against an overemphasis on management, control, and conformity were also of central concern in the implementation of the program. As Dwayne Huebner has noted, "Too often today, promise is replaced by demand, responsibility by expectations, and conversation by telling, asking, and answering" (Huebner, 1966). An environment conducive to genuine student participation was highly valued. I perceived a great danger in imposing values or knowledge on children inappropriately.

> What avail is it to win prescribed amounts of information about geography and history, to win ability to read and write, if in the process the individual loses his own soul: loses his appreciation of things worth while, of the values to which these things are relative; if he loses desire to apply what he has learned and, above all, loses the ability to extract meaning from his future experiences as they occur? (Dewey, 1938)

The School News experience was also characterized by an orientation that viewed the teacher-student relationship as an important arena for learning. Through this relationship the teacher shares in the student's view of the world, his or her moods and changing attitudes, and in his or her triumphs and defeats, and lends support. (Levine, 1980) Through this relationship the teacher brings the student and the curriculum into an educationally significant interaction (Dewey, 1902; Eisner, 1979). The relationship that is established between teacher and student is illustrated by the following letter from a "School News" student:

> "Dear Mr. Wiener,
>
> It is so hard to let go of someone who has been such an influence and inspiration to me. No way would I have ever gotten this far without you. Just being around you, talking to you, and sharing my thoughts with you have made me see so many good things in myself that I never knew I had, and so many not-so-good things I have yet to change. How can I ever say thank-you to someone who has touched my life and my heart in so many ways..."

Experiences such as the East Area School News Service are provocative to those of us who feel that it is time to look beyond "time on task." They are an inspiration to those of us who are looking to the practical world of teaching for examples of "excellence" that are conceived, "not as a measureable product or a cluster of competencies, but as a quality of mind" (Greene, 1984). Experiences such as the one I have described, warn us of the possibility of obscuring a rich educational heritage in a technical-systems approach to schooling.

At a time when narrow educational interests, and technological orientations permeate the educational scene, the East Area School News Service reminds the educational community of the diversity and range of approaches and ideologies that deserve our attention. It would be wise to explore alternative and competing orientations to teaching and learning in our quest for a better understanding of the central problems of our field. Full and vivid descriptive studies of distinctive or exemplary educational programs would contribute significantly in this respect. The East Area School News Service represents a class of educational experiences whose voice needs to be heard in the educational dialogue in which we are presently engaged.

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